

# **Michigan State Board of Education**

## **Strategic Goal**

Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students.

## **Priorities**

- Continue to advocate and promote high school reform.
- Create a subcommittee to address the process of oversight and evaluation of State Board policies and procedures.
- Review of teacher preparation and certification process.
- Continue to work on solidifying the relationship between and among State Board of Education, Michigan Department of Education, and Intermediate School Districts.



Adopted March 14, 2006

# **Michigan State Board of Education**

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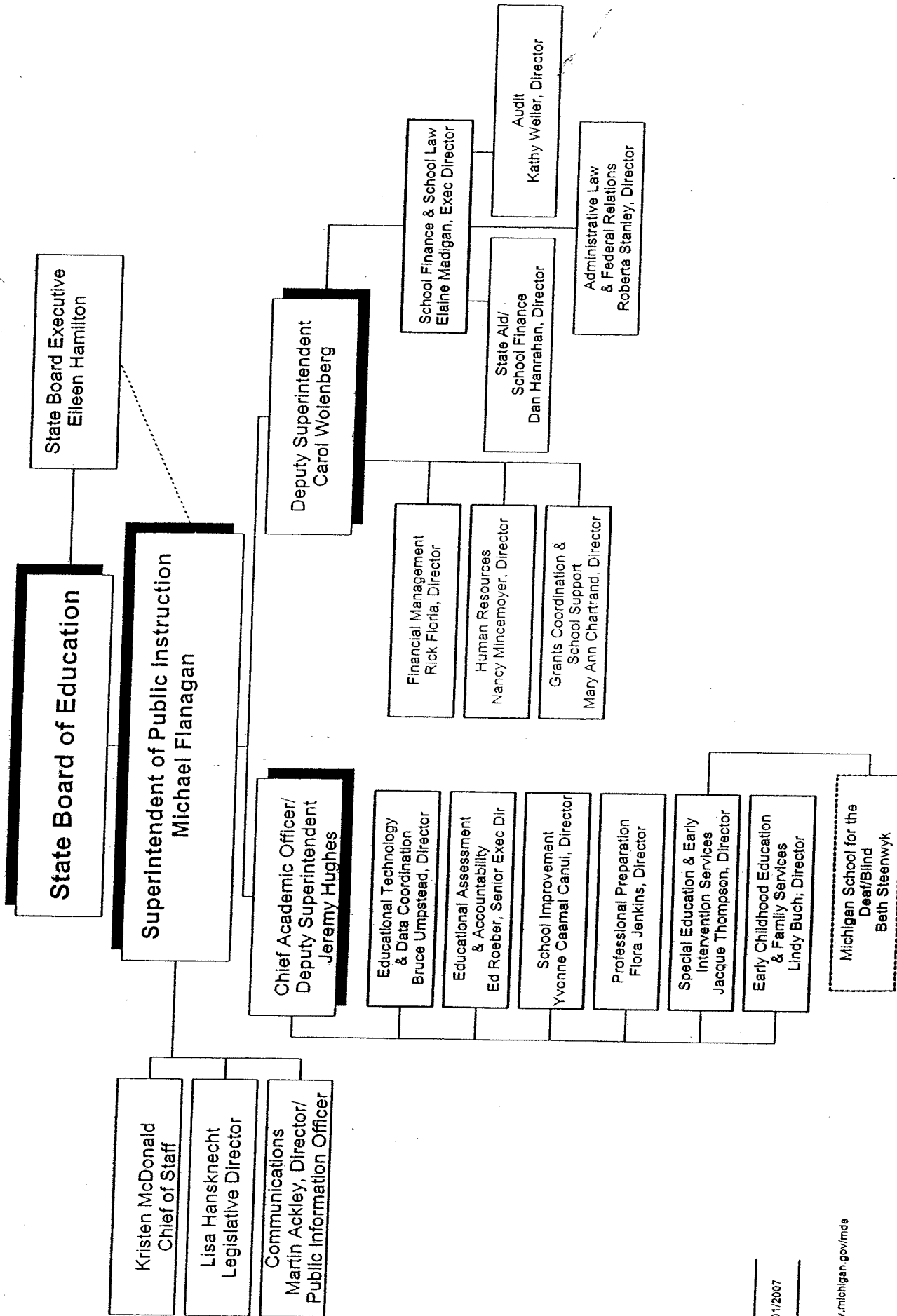
## **Ex officio**

Michael P. Flanagan  
Superintendent of Public Instruction

Jennifer M. Granholm  
Governor

# Michigan Department of Education

## FY 2007-08



## **Office of the State Board of Education**

The State Board of Education's Constitutional responsibilities include "Leadership and general supervision over all public education, including adult education and instructional programs in state institutions, except as to institutions of higher education granting baccalaureate degrees, is vested in a State Board of Education. It shall serve as the general planning and coordinating body for all public education, including higher education, and shall advise the Legislature as to the financial requirements in connection therewith."

That provision of the State Constitution means, in effect, that the State Board has many direct supervisory duties in connection with local school districts and community colleges and indirect coordinating duties for the four-year state colleges and universities. Specific state laws and court decisions have detailed the Board's responsibilities and extended its supervisory powers over nonpublic education.

The eight voting members of the Michigan State Board of Education are elected at-large on the partisan statewide ballot for eight-year terms. Two are elected every two years in the general election. In addition, there are two non-voting, ex officio members—the Governor and the State Superintendent of Public Instruction, who is chairman of the Board. Any vacancies on the Board which occur between elections are filled through appointment by the Governor for the remainder of the term.

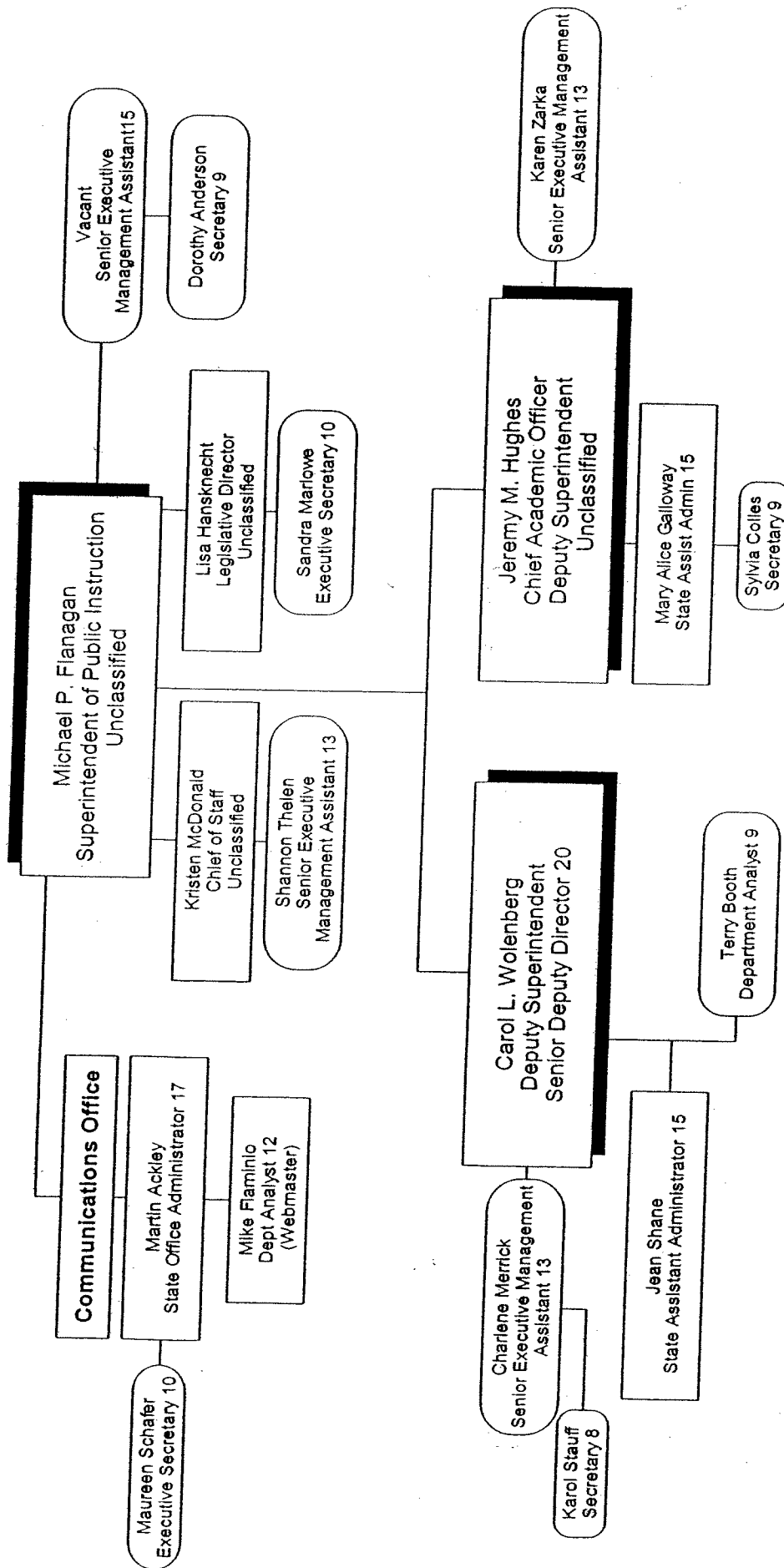
The State Board elects its own officers for two-year terms. It also selects and appoints the State Superintendent of Public Instruction, who administers the Michigan Department of Education, and the State Board Executive who directs State Board operations.

The Office of the State Board of Education provides support to the individual members of the State Board and is the legal repository of all State Board activities. The office, through the State Board Executive, is responsible for preparing all State Board meeting agendas, minutes, and follow-up materials; reviewing all materials submitted for State Board meetings; preparing State Board correspondence, expenses, budget, and scheduling; and advising the State Board, Department staff, and Superintendent on policy matters.

In addition, the State Board Executive is the Freedom of Information Act coordinator for the Department of Education, and the primary contact with the Office of the Attorney General regarding litigation.

# Superintendent's Office

## 2007-08



## **Educational Technology and Data Coordination Office**

The Office of Educational Technology & Data Coordination is a new office that previously existed under The Office of Grants Coordination and School Support Services. Its official start date was January 3, 2007. The need for a separate office became evident as the use of technology to assist instruction has become more and more important in the implementation of NCLB requirements.

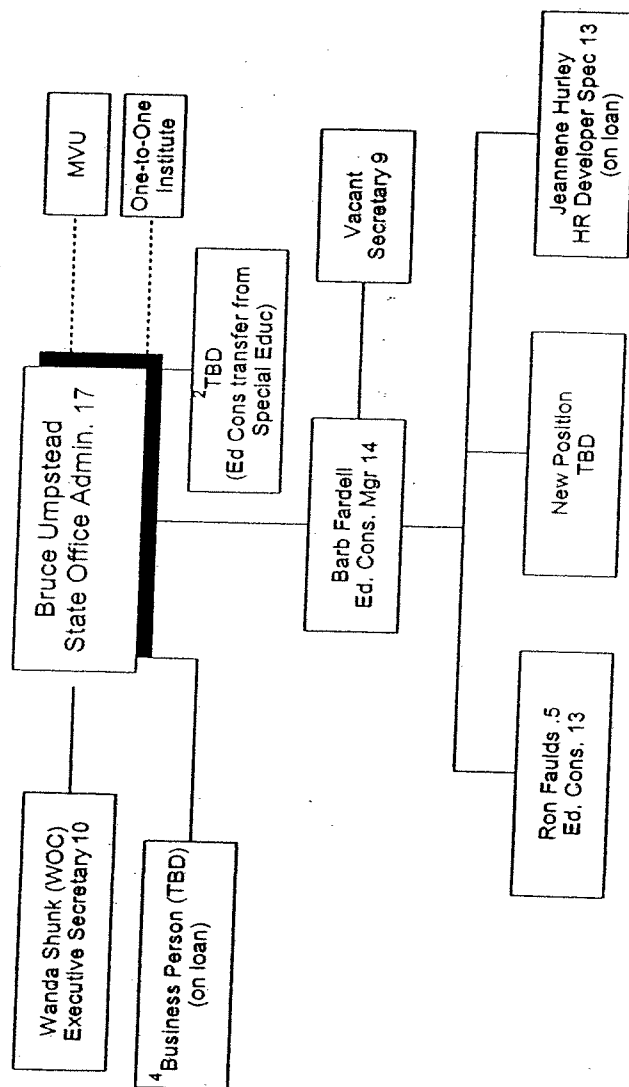
The mission of the new office is to ensure that both internal and external to the Michigan Department of Education, those who are in positions to lead education in Michigan see the need and understand the use of technology in supporting the goals of NCLB that every student can learn and be successful.

Some recent and current projects include:

- Drafting new State Educational Technology Plan – Approved by the Board March, 2006
- Drafting the new Michigan Educational Technology Standards (METS) K-12 already approved by the Board.
- Assisting with the guidance and definition of the new Michigan Merit Curriculum Online Learning Requirement.
- Holding summer workshops where over 100 field people, including teachers, curriculum directors, principals, superintendents, and higher education met and wrote lesson plans aligned to the Michigan Standards and integrating the METS.
- Assisting CEPI with the data coordination efforts within MDE and overseeing the construction of a decision support system.
- Assist districts with e-Rate implementation. This involves holding training sessions throughout the year, attending district e-Rate audits, attending e-Rate train the trainer sessions in Washington D.C. and sending out e-Rate information to the field.
- We are working in collaboration with the Office of Professional Preparation to draft new Michigan Technology Standards for Teachers.
- Meetings, boards, councils that our staff sits on or regularly attends include: *MDE Curriculum Council, State Educational Technology Director's Association (SETDA), Michigan Association for Computer Users in Learning (MACUL) Board, Michigan Virtual High School (MVHS) Board, Regional Educational Media Center Association of Michigan (REMC), Michigan Association for Media in Education (MAME) Board, and State e-Rate Coordinators Association (SECA).*

# Educational Technology and Data Coordination

FY 2007-2008



- <sup>1</sup> Move FTE from Special Ed w/ related technology functions
- <sup>2</sup> Move 1 FTE total from either OSI, OPPS, or GEAA to combine technology functions
- <sup>3</sup> No cost to MDE
- partnership link for program content

# Office of Educational Assessment and Accountability

The Office of Educational Assessment and Accountability (OEAA) is comprised of six programs. Each component is described more fully below. Ed Roeber and Marilyn Roberts direct OEAA.

- Michigan Educational Assessment Program (MEAP)
- Michigan Merit Examination (MME);
- Assessment of Students with Disabilities;
- Assessment of English Language Learners;
- Accreditation/Accountability;
- National Assessment of Educational Progress (NAEP)

## **Michigan Educational Assessment Program (Joseph Martineau)**

Staff of the Michigan Educational Assessment Program (MEAP) design, develop, implement and report on student achievement in academic areas such as English language arts, mathematics, science, and social studies at the elementary and middle school levels. English language arts and mathematics are assessed annually in grades 3-8, while science is assessed in grades 5 and 8 and social studies is assessed in grades 6 and 9.

The MEAP tests are written by Michigan educators under the direction of MEAP staff and the item development contractor. Another contractor is responsible for printing, packaging, shipping, scanning, scoring, and reporting the MEAP assessments. Staff spends considerable time monitoring the work of each of these contractors and making sure that the logistics of the program (e.g., the pre-identification of students on their answer folders) runs smoothly.

Major issues for MEAP include determining how student "progress" will be reported on the MEAP reports. Now that students are assessed at adjacent grades (e.g., grades 3 and 4), how will the changes in student performance from one year to another will be reported. Another issue is the development of the measures to be implemented when the revised science and social studies grade level content expectations are finalized

## **Michigan Merit Examination (Joseph Martineau)**

This school year is the first time that the Michigan Merit Examination (MME) will be administered. This is the culmination of almost two years of planning, pilot testing, training, and other preparation. The MME is a combination of the ACT, two ACT WorkKeys tests (designed to measure student ability to apply mathematics and reading skills in the workplace), and several Michigan assessment components needed to fully align the MME with Michigan's standards and benchmarks.

Major issues this school year include making sure that the test administration scheduled for March goes smoothly (and is monitored adequately to make sure nothing inappropriate occurs), and the results are reported back to students, educators, and the public in a timely manner. Another challenge is to secure the funding necessary to operate the program, since it is considerably more expensive than the high school MEAP testing program that MME replaced.

Longer term, staff will need to transition the MME to assess the new high school content expectations. This will include annual checks on the alignment of the ACT to Michigan's expectations, and then adding Michigan items where the alignment is not high enough. In addition, there are a number of ways that the MME could prove helpful in preparing students for college and fulfilling the promise of the program will be another challenge for staff.



### **Assessment of Students with Disabilities Program (Peggy Dutcher)**

The Assessment of Students with Disabilities Program helps MEAP in determining how students with disabilities can best participate in MEAP and MME, as well as develops and implements alternate assessments for students with disabilities unable to participate in MEAP even with accommodations. The alternate assessment is called MI-Access and is divided into three parts: the Participation component is for students with the most severe disabilities, the Supported Independence which is intended for students with moderate disabilities, and the Functional Independence component, which is for students with mild disabilities. The MI-Access assessments are given in the same grades as the MEAP and MME assessments, but only in mathematics and reading (with science assessments to begin next school year).

The program spends much time helping local IEP teams make correct decisions about assessment participation, as well as training the assessment administrators in implementing the assessments properly. A revision of the Participation/Supported Independence assessments is occurring this school year, as is the completion of the development of alternate assessments in the area of science.

### **Assessment of English Language Learners Program (Marilyn Roberts, Acting)**

A newly emerging program is the assessment of English language learners (ELLs). ELLs must participate in the MEAP assessments (with accommodations if needed) after their first year in the United States, as well as take an English Language Proficiency Assessment (ELPA) to measure their reading, writing, speaking and listening proficiency in English. ELL students who participate in MEAP and MME may use an oral translation of the assessments in English, Arabic, and Spanish.

The initial statewide ELPA was implemented in spring 2006. A shorter ELPA Initial Screening has also been developed for use in the fall and throughout the school year to assist in determining whether a new student is eligible for Limited English Proficient services.. In the spring, all ELLs enrolled in grades K-12 take the complete ELPA test battery in order to gauge their progress in learning English for Title III reporting. Students must take ELPA each year that the student is considered "limited-English proficient" and is recommended for formerly limited English proficient (FLEP) students during the first two years after exit from LEP services, when academic performance is to be monitored on an ongoing basis.

### **Accreditation/Accountability Program (Paul Bielawski)**

This program is comprised of two components. The first is the state accreditation program called Education YES! that uses both the MEAP/MME/MI-Access scores and self-ratings on the School Performance Indicators to accredit schools. The second is the accountability program that determines whether or not each school and district has made "Adequate Yearly Progress" (AYP) as required by the No Child Left Behind (NCLB) Act.

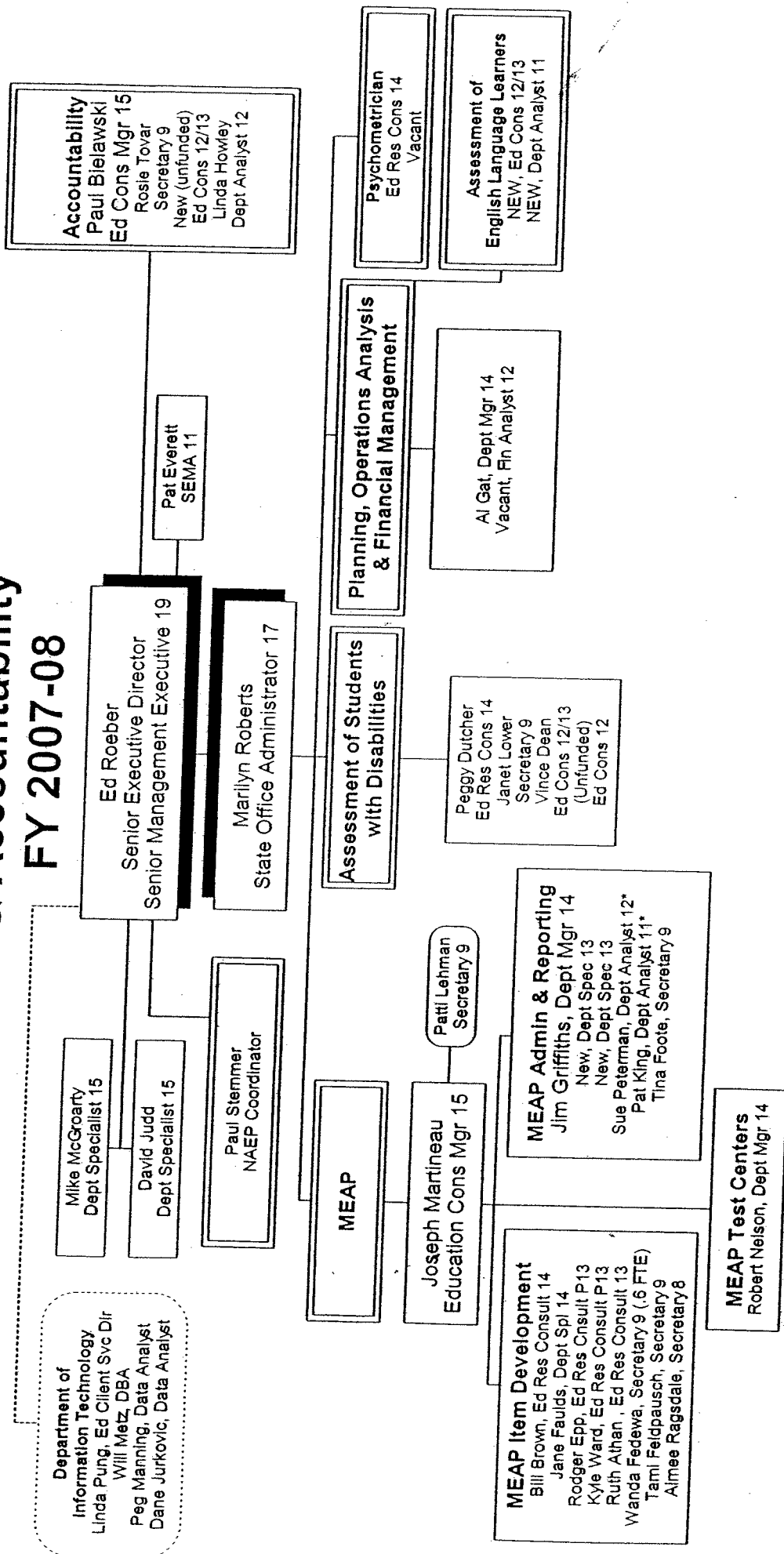
The school information is combined in an annual School Report Card produced by the program. The major activity of the Program this coming year is to implement the revised School Performance Indicators based on the School Improvement Framework. These new measures were developed and pilot tested last school year and will be used to provide a portion of the accreditation ratings this school year. An additional challenge will be to determine how the "progress" score on the MEAP and MI-Access assessments will be factored into the Education YES! ratings of schools.

### **National Assessment of Educational Progress (Paul Stemmer)**

The Federal government provides the resources for one staff position to manage the state and national components of the National Assessment of Educational Progress (NAEP). This program assures that the schools, which are required to participate by NCLB, do so, and that the results from NAEP are widely disseminated.

# Educational Assessment & Accountability

FY 2007-08



\*It is expected these two existing staff will compete and be successful for the new Dept Spec 13 positions. We will abolish the Dept Analyst 12 and backfill the Dept Analyst 11.

# Office of School Improvement

The Office of School Improvement (OSI) is a vital and diverse office, promoting student learning and achievement by providing statewide leadership, guidance, and support over a wide range of programs that have a direct impact on teaching and learning, school leadership, and continuous school improvement.

OSI is comprised of two primary units: the **Curriculum and Instruction Unit** and the **Regional Field Services Unit**. With approximately 76 full-time civil service staff, OSI manages over \$900 million of federal and state program funds that support school and school district programs.

Two primary activities within OSI are to provide the state's curriculum content (HSCE and GLCE for Mathematics, English Language Arts, Science, Social Studies, and the Arts) and to provide technical assistance and guidance to High Priority Schools not making Adequate Yearly Progress (AYP) under the Federal No Child Left Behind (NCLB) Act of 2001.

## **Curriculum & Instruction Unit**

Within the Curriculum & Instruction Unit are two divisions: **Curriculum & Literacy** and **Academic Support**.

Aside from the state's curriculum the Curriculum & Literacy division is responsible for supporting statewide programs to increase student achievement in the core subject areas such as:

- Reading First Program
- The Michigan Mathematics and Science Centers
- Michigan's Joint Task Force on Creativity, Arts, and Cultural Education

The **Academic Support** division administers a wide variety of enhancement, support, and recognition programs including:

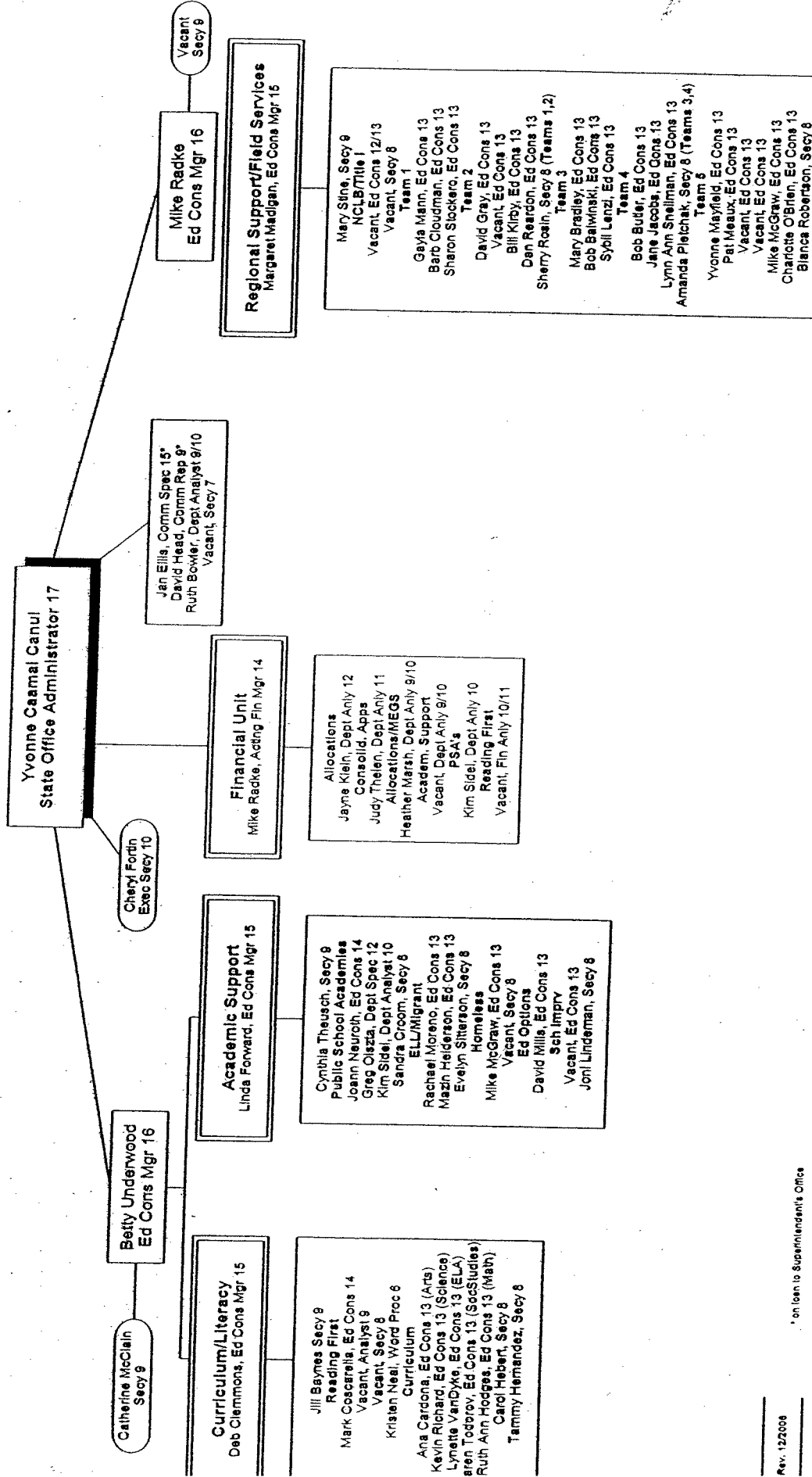
- Public School Academies (PSA)/Charter Schools — Providing oversight to 26 universities, community colleges, Local and Intermediate School Districts that authorize 220 Public School Academies
- The School Improvement Framework
- Schools of Choice, Alternative Education, and Boarding Schools
- Blue Ribbon Schools Program
- Advanced and Accelerated Programs and Dual Enrollment
- English Language Learner, Immigrant, and Migrant Programs
- Homeless Education
- Comprehensive School Reform Grants

**Regional Field Services Unit**

Field Services staff work with local school districts and their identified schools, public school academies, intermediate school districts, and other agencies to support federal, state, and local school improvement efforts. They provide technical assistance and guidance to make sure that schools have functional improvement plans that are aligned to high academic standards and that funding resources are supporting improving student performance. There are approximately 10 federally funded programs that drive the Field Services Unit's efforts, primary among them are Titles I and II.

**For more information about the  
Office of School Improvement, go to:  
[www.michigan.gov/osi](http://www.michigan.gov/osi)**

# FY 2007-2008



## Office of Professional Preparation Services (OPPS)

**Program Statement:** Michigan law requires that a person employed in an elementary or secondary school with instructional responsibilities hold a certificate, permit, or vocational authorization valid for the position to which he/she is assigned. In addition, the federal No Child Left Behind (NCLB) Act requires teachers to be highly qualified. The OPPS and the Michigan Department of Education support the educational achievement of all Michigan youth, Pre-K through 12<sup>th</sup> grade by ensuring that all professional school personnel complete quality preparation and professional development programs which meet standards established by the Michigan Legislature and the State Board of Education.

### MAJOR FUNCTIONS/RESPONSIBILITIES:

**The Professional Preparation and Development Unit:** Responsibilities include:

- **Institutional and Program Approval:** Administer the application procedures for approval of new teacher preparation institutions and new programs for existing teacher preparation institutions and liaison role with national accreditation organizations.
- **Periodic Review and Program Evaluation:** Conduct the periodic review of the 32 existing teacher preparation programs at colleges and universities.
- **Michigan Test for Teacher Certification:** Work with private vendor to coordinate and administer the test.
- **New Teacher Induction and Mentoring Program:** Implementation and monitoring.
- **Improving Teacher Quality Competitive Grants Program:** Administer approximately \$2.5 million in grant funds for collaborative professional development projects.
- **Teacher Quality Enhancement Grant:** Coordination/collaboration with Michigan State University as the sub-recipient of a \$2 million federal, three-year grant to prepare and retain high quality teachers.
- **Administrative Assistance and Support to Advisory Groups:** Professional Standards Commission for Teachers, Teacher Examination Advisory Committee, Standing Technical Advisory Council.

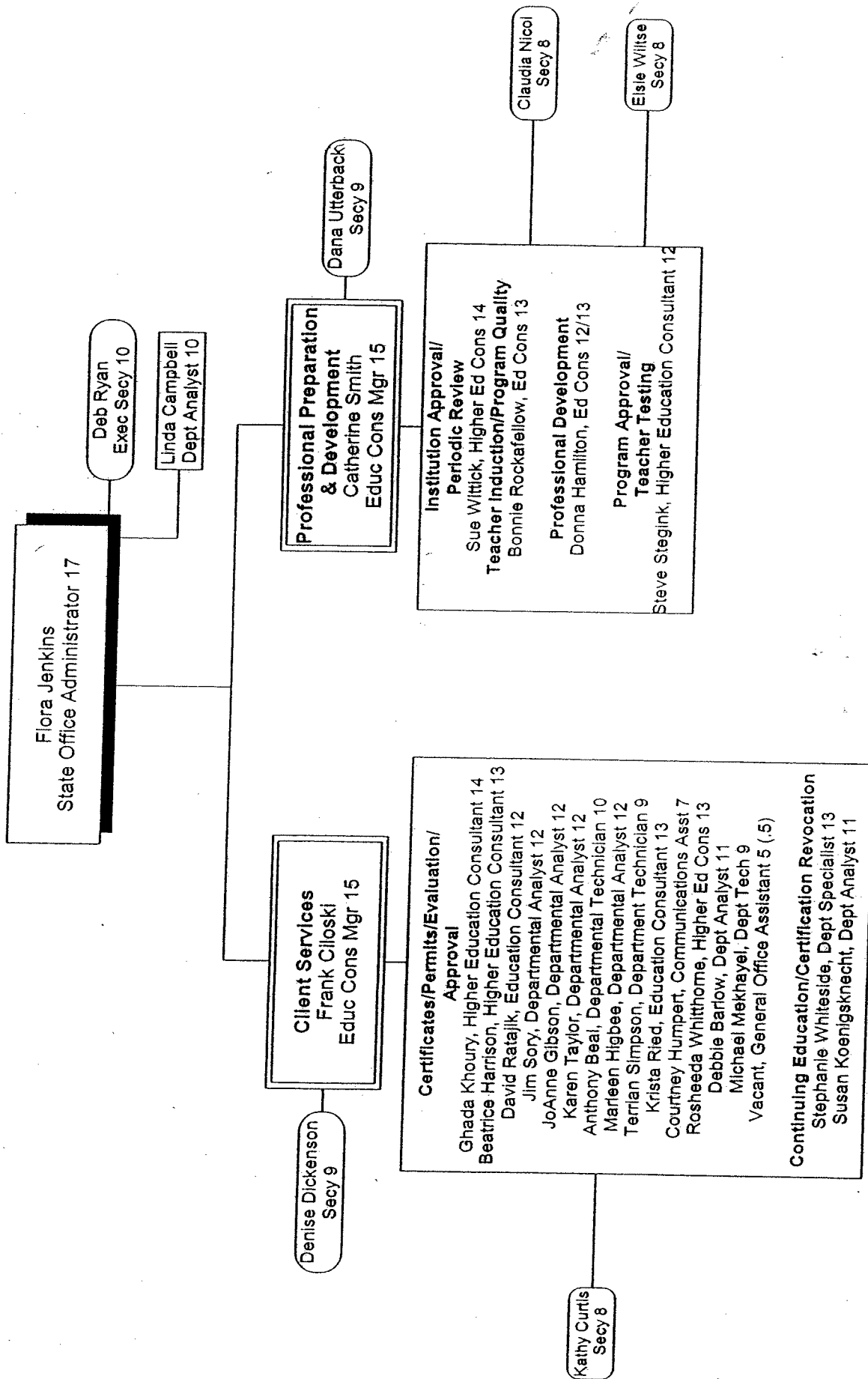
**THE CLIENT SERVICES UNIT:** Responsibilities include:

- **Certificate, Permit and Authorization Approval:** Receive teacher certification recommendations from approved teacher preparation institutions, process out-of-state teacher certification applications, and review and approve permits and authorizations.
- **State Board-Continuing Education Units:** Coordination, and administration.
- **Certificate Suspension/Revocation (Professional Practices):** Coordinate and administer the hearing process for teachers with certain types of criminal convictions.
- **Certificate Nullification**

- **National Board for Professional Teaching Standards:** Administer state and federal subsidy grant programs for teachers seeking NB certification.
- **NCLB** technical assistance, monitoring and compliance for highly qualified teachers and paraprofessional requirements.
- **Technical Assistance to Local Districts/Schools:** Conduct annual statewide regional certification update meetings, present at conferences and seminars, dissemination of information.
- **Criminal Convictions Reporting**

**CURRENT ISSUES/PROJECTS:** Revise the SB-CEU approval process, assuring that all teachers meet NCLB highly qualified requirements by June 2007. Work with external consultants to monitor local districts and provide technical assistance. Meetings with the Teacher Preparation Policy Study Group (TPPSG) to review the various aspects of the institution program approval and periodic review process. The group is expected to make recommendations to the Superintendent by April 2007. Implement the requirements of the school safety legislation which includes working with the Center for Educational Performance and Information (CEPI) to collect Registry of Educational Personnel (REP) data, and Michigan State Police (MSP) who runs a comparison of REP files with the criminal history database. Notify districts of personnel with criminal convictions. Implemented a teacher exchange program with Taiwan (first group of Michigan teachers started teaching in Taiwan in Fall 2006). Implementation of the SBE approved Professional Learning Strategic Plan. Currently working on developing and implementing Individualized Professional Learning Plans (IPLP) for novice teachers.

# Professional Preparation FY 2007-2008





# **Office of Special Education and Early Intervention Services**

## Function

The Office of Special Education and Early Intervention Services (OSE/EIS) is responsible for implementation and general supervision of state and federal mandates for special education and early intervention services for children with disabilities. Under state and federal statutes, programs and services are provided to eligible children (from birth through age 25) by all public schools in Michigan.

## Legal Basis

Public Law 108-446, the reauthorization of the Individuals with Disabilities Education Act (IDEA) of 2004 and its implementing regulations, provides overarching enforcement of special education mandates. In addition, the following legal bases further define and regulate programs and services: The State Constitution; the School Code; the State School Aid Act; Supreme Court decisions; PA 198 (the state special education mandate) and related Administrative Rules; and State Board of Education Policies.

## Fund Sources

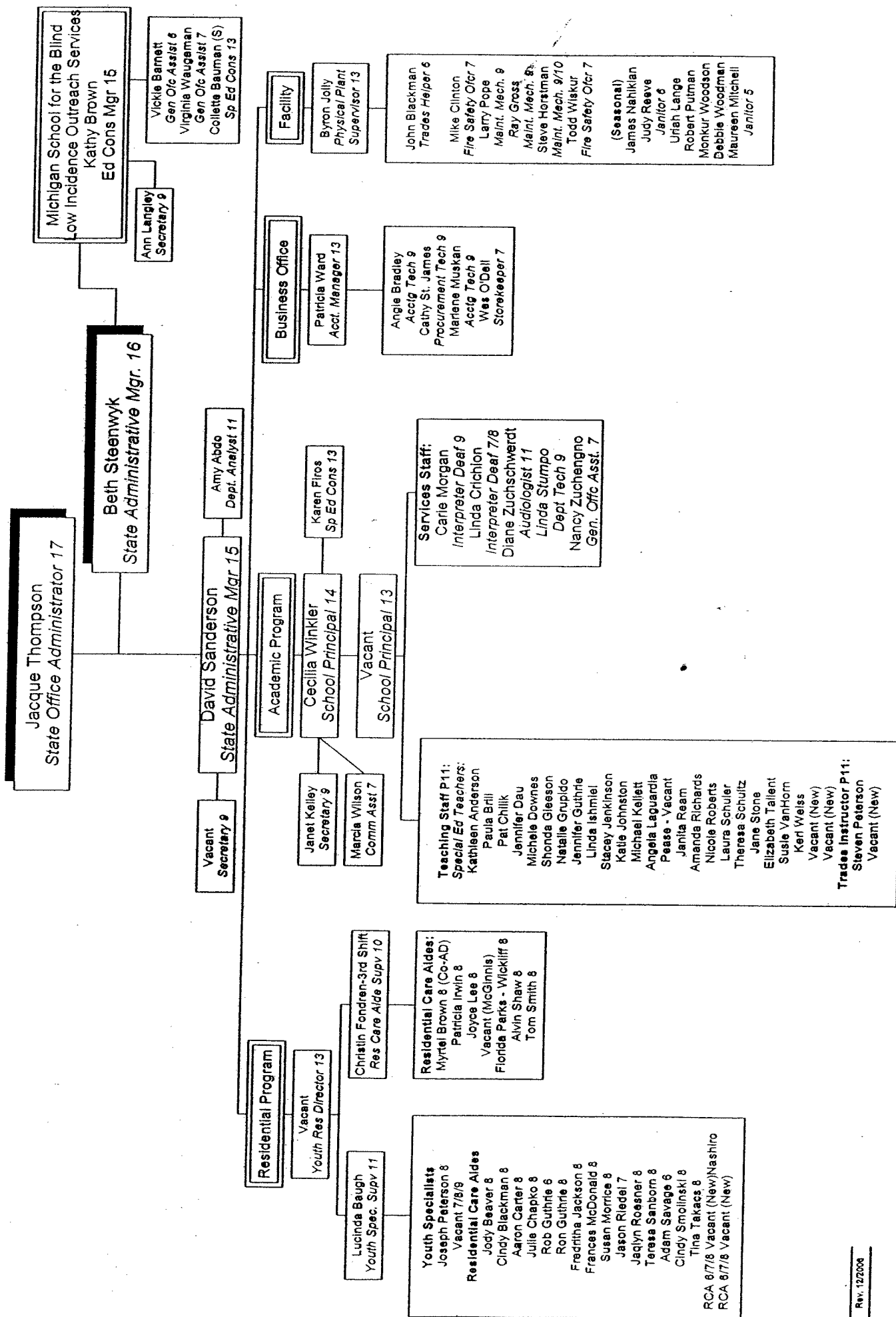
Federal funding is appropriated through the IDEA. State funding is appropriated through the State School Aid Act and the Department Appropriations Bill. Since 2002, all federal grant funds are appropriated in the State School Aid Act.

## Organization of OSE/EIS

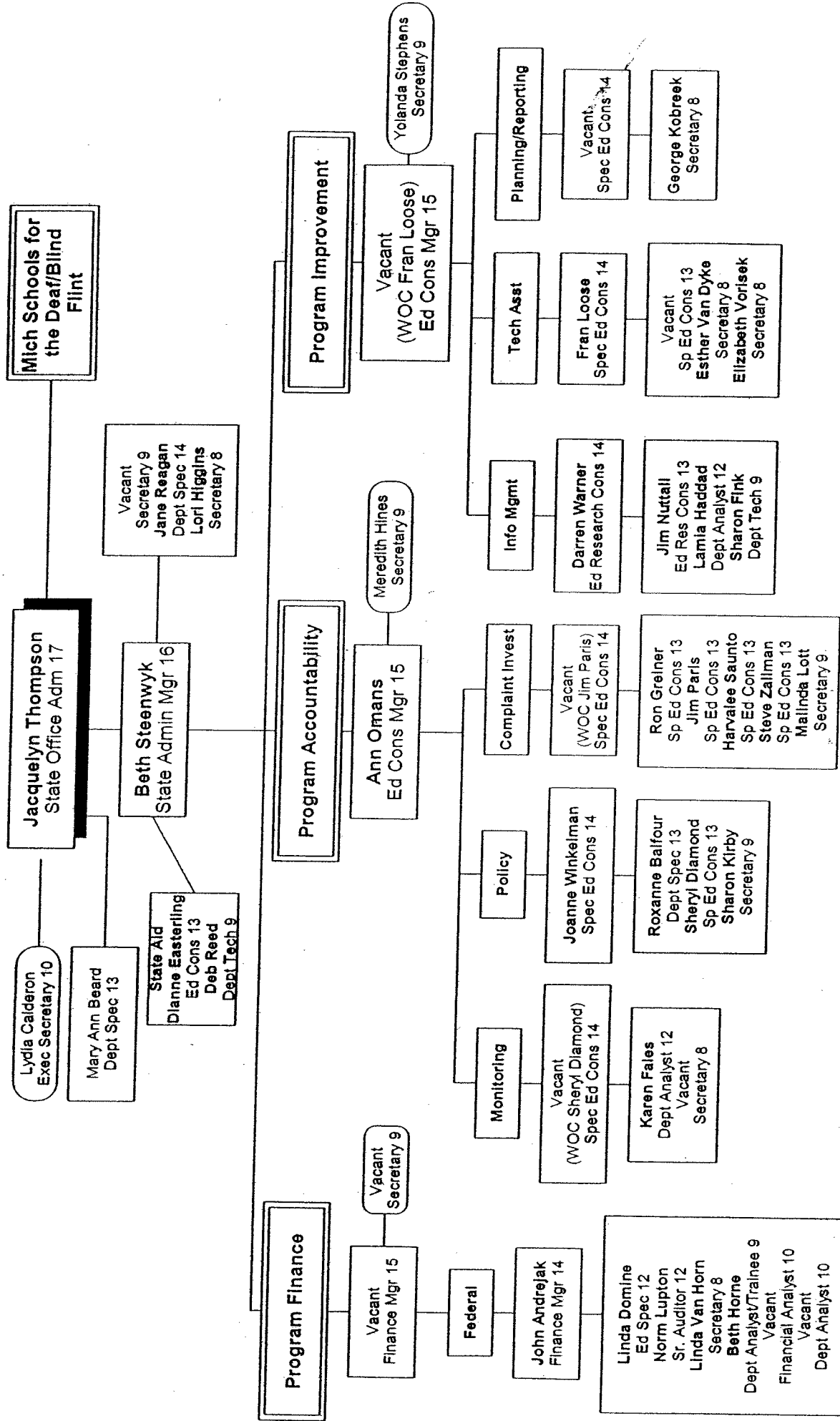
The OSE/EIS is organized into two major sections:

- 1) The Lansing site (Hannah Building) includes all staff involved in general supervision, finance, information management and federal reporting, monitoring and compliance, personnel development and technical assistance, special projects and statewide initiatives, and related functions. (FTE Cap: 43)
- 2) The Flint site, the Michigan Schools for the Deaf and Blind (MSD/B) includes all staff involved in the schools and services, including: day school, alternative program, residential program, statewide low-incidence outreach services, training and technical assistance, special projects, and related functions. (FTE Cap:88)

# Michigan Schools for the Deaf and Blind FY 2007-2008



# Special Education and Early Intervention Services FY 2007-2008



## Office of Early Childhood Education and Family Services

The Office of Early Childhood Education and Family Services provides information, consultation, and resources to families, educators, and communities concerned with the progress and development of all of our youngest citizens, from the prenatal period to age 8. The Office of Early Childhood Education and Family Services manages grant programs and consults with parenting programs, family literacy programs, infant/toddler and preschool/prekindergarten programs, early intervention and preschool special education programs, and primary grade programs, K-3. The office also provides support for out-of-school time programs (before- and after-school, summers, vacations, and weekends) for K-12 students.

### **Funded Grant Programs**

**Early On®:** Collaborative early intervention service system for children with disabilities and developmental delays, birth to age 3; formula grants to ISDs to provide service and infrastructure, training, data collection, etc. at state level.

**0-3 Secondary Prevention:** Collaborative interagency competitive grants to prevent child abuse and neglect for at-risk families with children birth to age 3. Grant oversight by Children's Trust Fund.

**Even Start Family Literacy Program:** Grants to community collaboratives of an LEA and an agency to provide comprehensive family literacy programming to families with at least one adult who has not graduated from high school, does not speak English, or who is functionally illiterate. One child must be birth through age 7. Programs must include four components: adult education, early childhood education, parenting education, and interactive adult-child literacy activities.

**Great Parents, Great Start:** Formula grants to ISDs to provide parent education and support for families with children birth to age 5.

**ASAP-PIE:** Competitive grants to 23 ISDs to provide parent education and involvement activities for families with children birth to age 5 (funding ended 2002) and three grants are still operating into 2007 on carry-over funds.

**Birth to Five Beginnings Library:** Competitive grants to districts and ISDs for programs to provide a book each month to children birth to five. (on hold)

**Child Find:** Resource and referral to special education services.

**Early Childhood Special Education (ECSE):** Classroom programs and support services to children 3-5 with established special education conditions.

**Michigan School Readiness Program (MSRP):** State prekindergarten program with formula grants to school districts and competitive grants to agencies to serve as many as 27,530 four year olds at risk of school failure. High-quality classroom part-day or school day preschool services or home-based options available. Some funds may also be used for parent education activities. Longitudinal evaluation in process indicates the program is of high quality and that children's gains persist into late elementary school. Another recent evaluation confirms the impact of MSRP on children's readiness for school.

**21<sup>st</sup> Century Community Learning Centers:** Federal funds to provide before- and after-school and summer programming for low-income, low-achieving schools and students. Must include academic support, youth development, recreation, and other activities.

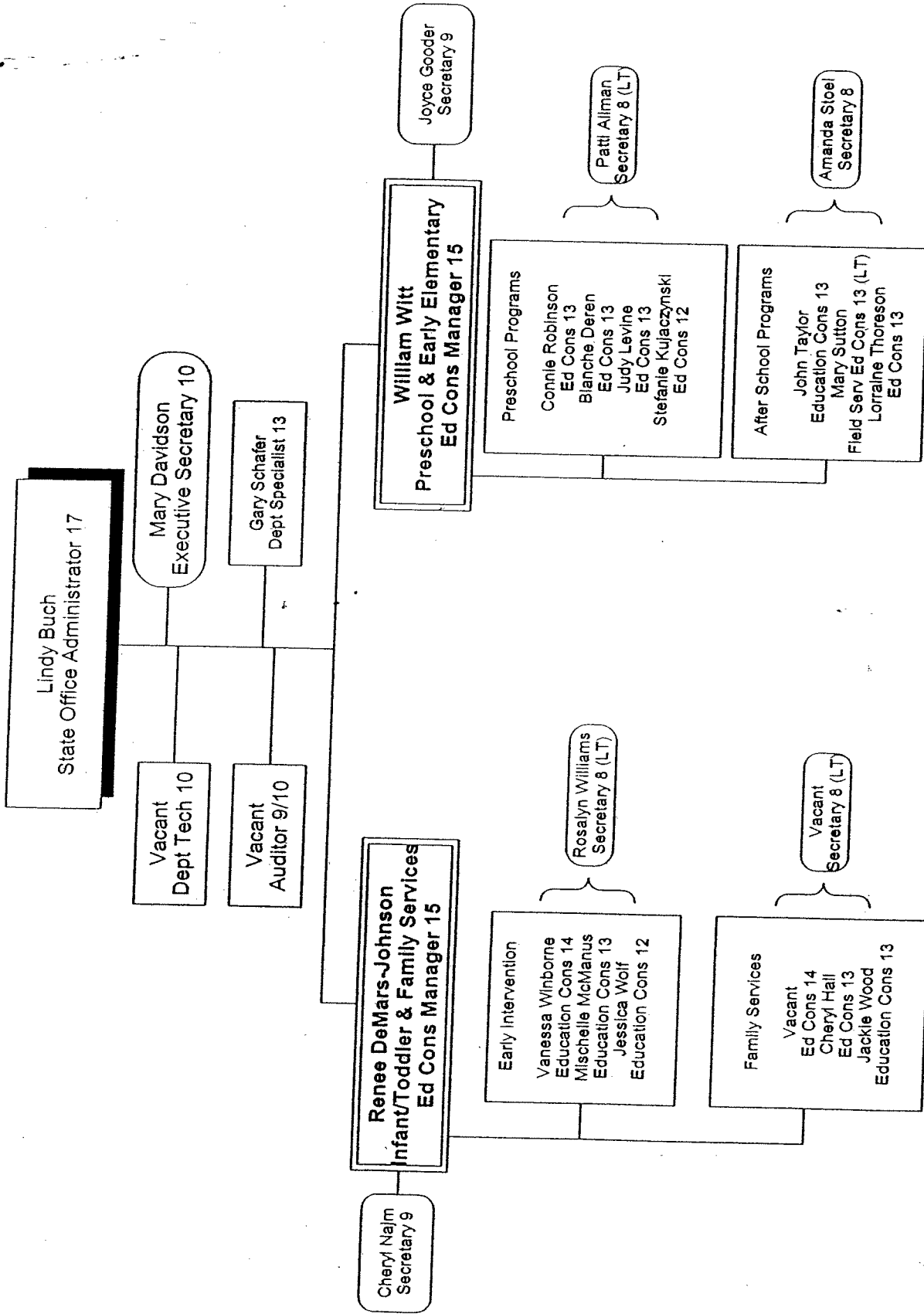
**Central Assessment Lending Library:** Designated grant to Central Michigan University to develop a lending library of assessment instruments appropriate for children birth to five.

**Mercy Education Project:** Grant to Detroit Public Schools for after-school tutoring for girls in grades 1-8. (on hold)

### **Initiatives**

- *Early Childhood Standards of Quality for Prekindergarten*, March 2005
- *Early Childhood Standards of Quality for Infants and Toddlers*, December 2006
- *Model Standards for Out-of-School Time Programs in Michigan*, February 2003
- Michigan After-School Partnership
  - Mott Foundation Grant
  - Robert Wood Johnson Foundation Grant
- Michigan After-School Collaborative Conference
- Early Childhood Investment Corporation/Early Childhood Comprehensive Systems Grant
  - Staff participation in ECIC committees and activities
  - Build Initiative grant
  - Early Childhood Professional Development grant
  - Joyce Foundation grant: Quality Rating System workgroup and Professional Development workgroup
- *Early On®* Redesign
- *Early On®* and ECSE outcomes projects
- Michigan Collaborative Early Childhood Conference
- Council of Chief State School Officers
  - Early Childhood Education Assessment State Collaborative

# Larry Cunningham Education & Family Services FY 2007-2008



# Office of Financial Management

The Office of Financial Management includes budget, accounting, administrative services, federal cash management, grants management, and MAIN profile and security.

The Office of Financial Management provides central support and coordination of the Department's operations, which totals over \$90 million and includes funding from over 71 distinct federal, restricted, and state programs. The Office also is responsible for \$1.3 billion of federal grant funds in the State School Aid bill. The Office facilitates the development of the annual Department budget in coordination with the House and Senate Fiscal Agencies and the State Budget Office. In addition, the Office provides oversight of Department budgets, allotments, revenue and expenditures, interagency agreements, contracts, grant approvals, and financial reports/analysis.

The Office also is responsible for all accounting and purchasing activities for the Department. This includes disbursing, recording and reporting all grants administered by the Department; collecting federal revenue and miscellaneous cash receipts; developing and securing federally approved indirect cost rates; procuring supplies and equipment; and providing mail and freight services.

## **Current Issues:**

### 2008 Budget

The Department provided final input into the FY 2008 Executive Budget the week of January 8. The two major budget issues for next fiscal year is a request to increase Teacher Certification Fees to help pay for the rewrite of the certification data base and a request to increase fund for our testing programs by \$10 million.

### Redesign of the Cash Management System

The current version of the grant cash management system was implemented in FY 1999 using FoxPro files. The Department's goal is to improve system and processes for the management of cash for grants. The Department is responsible for the distribution and appropriate use of approximately \$1.4 billion of federal funds.

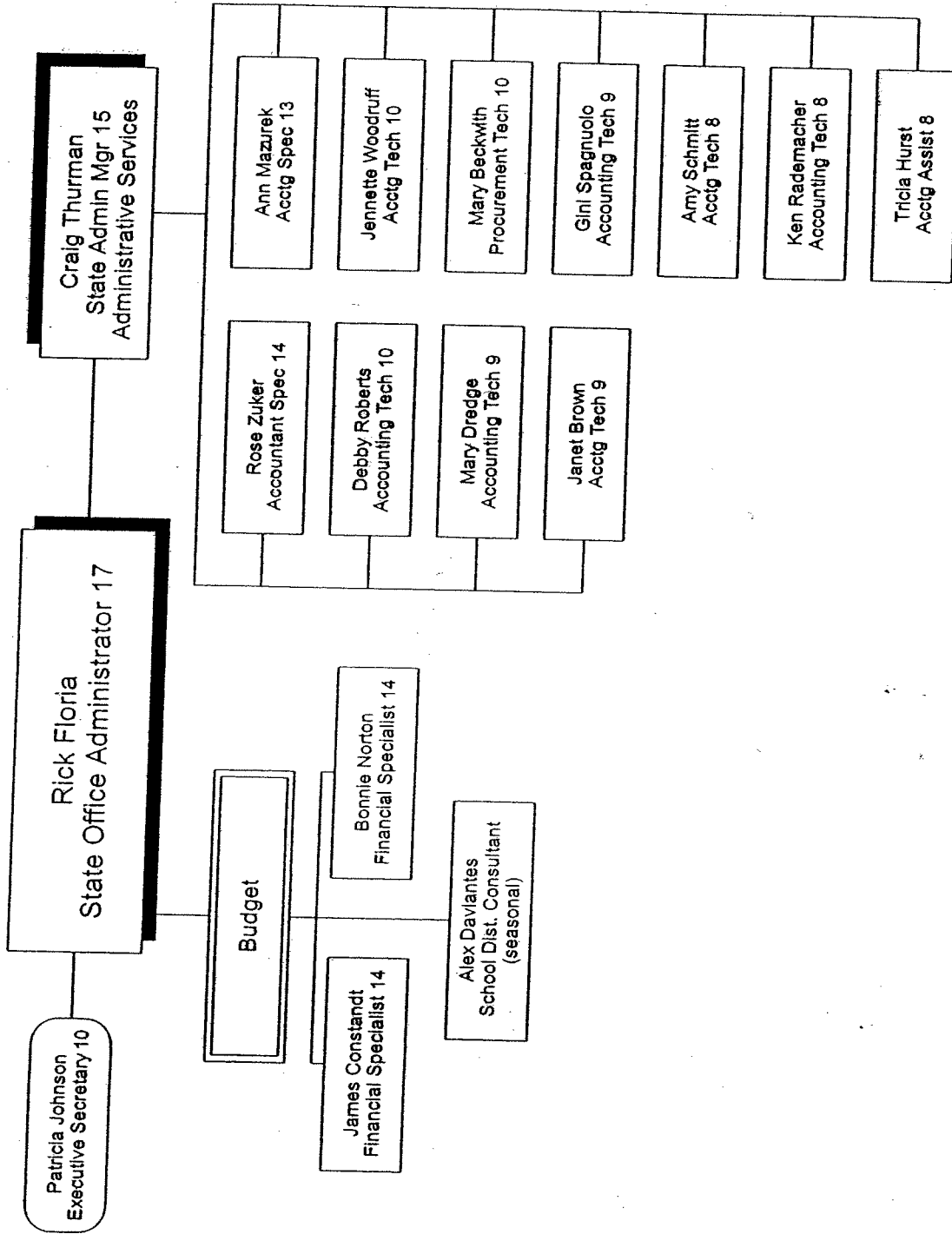
### Fiscal Monitoring

The office is providing leadership to develop a fiscal monitoring tool to provide direction and clarity to staff that monitor grantees expenditure of funds.

### Fay Hall

This office is responsible for the oversight and operation of this building which is next to the campus for the School for the Deaf and Blind in Flint. Only two floors are in proper condition to rent. The Department will be seeking a supplemental appropriation to renovate the other two floors. The current tenants do not produce enough rent to properly maintain the building.

# Financial Management FY 2007-2008





## **Office of Human Resources**

The Office of Human Resources (OHR) provides staff management services to the Department of Education (MDE). The services are in support of the programs of MDE which includes the Michigan School for the Deaf and Blind (MSDB).

A major responsibility of the OHR is the recruitment and selection of staff. Over the years the Department has experienced challenges with recruitment and retention of qualified candidates for some classifications. This is because the Department is unable to provide the level of compensation that is available in local and intermediate school districts. The OHR has looked at innovative ways to expand its recruitment efforts and has a very comprehensive approach for advertising positions. The OHR continues to work with the Office of the State Employer to increase salaries for our consultant classifications.

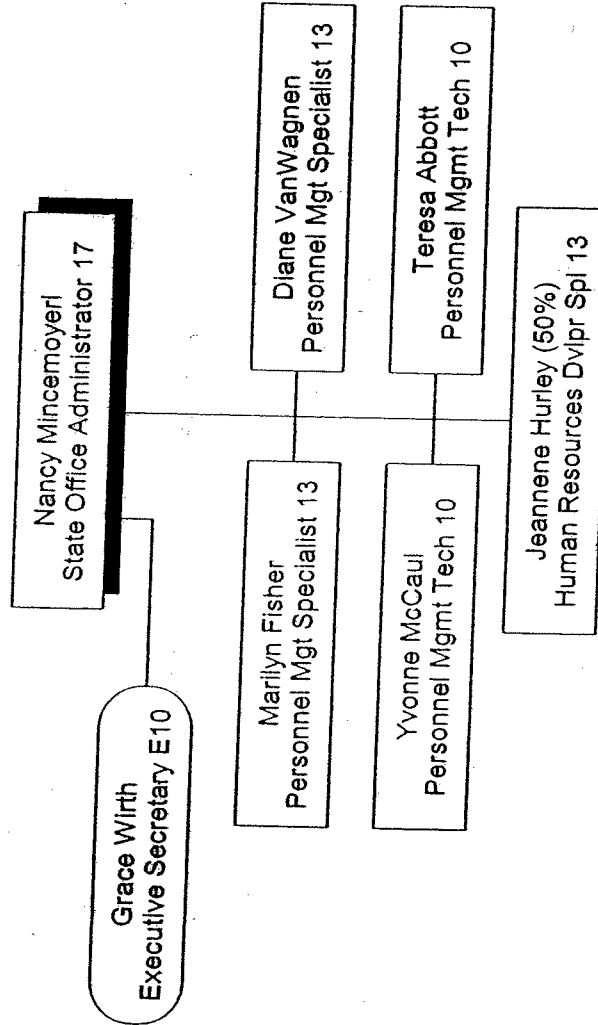
Another major area of responsibility is employee relations/labor relations. Employees are represented by four exclusive bargaining units and a number of organizations which do not have exclusive rights. The OHR also provides labor relations support to the MSDB which has unique contractual issues. Employee/labor relations activities include contract administration, conflict resolution, and union negotiations. Many of the OHR functions are governed by the rules of the Civil Service Commission and the OHR ensures that the HR function is in compliance with Civil Service Rules and Regulations.

Equal Employment Opportunity (EEO) is another major responsibility for the OHR. Rules and laws related to the EEO impact the OHR's responsibilities in the areas of recruitment, selection, training, and employee rights. The OHR oversees the Department's EEO plan and ensures the Department's compliance with a variety of EEO related areas including the Americans with Disabilities Act and discriminatory harassment.

The OHR handles the payroll process and maintains employee records. The office also assists in identifying training resources and supports the maintenance of the Training Lab and Video Conference Center. OHR has ongoing responsibilities for Workers Compensation claims, Unemployment Compensation claims, and requests for personal services. The OHR also administers the State's Return to Work program for the MDE.

The OHR works cooperatively with the Superintendent's Office to engage in activities related to organizational development to continually improve internal processes and the organizational culture. Activities include analysis of staff surveys to develop actions including morale boosters, employee recognition, opportunities for networking, and leadership development. A new priority beginning in 2006 is administration of the State's 360 evaluation process for all MDE managers.

# Human Resources and Organizational Development FY 2007-08



# GRANTS COORDINATION AND SCHOOL SUPPORT (GCSS)

## Mary Ann Chartrand, Director

1. **Office Overview:** GCSS is responsible for a number of diverse programs including: coordination of state and federal grants administered by the Department and awarded to public and private schools and agencies, as well as institutions of higher education; advising on pupil transportation issues; providing statewide educational technology guidance and leadership; managing the United States Department of Agriculture (USDA) federally funded child nutrition and afterschool programs; overseeing the Coordinated School Health and Safety Programs; and coordinating the development of online grant management systems.

### 2. **Programs/Supervisors:**

- a. Director Responsibilities Mary Ann Chartrand
  - State Director of Pupil Transportation
  - National Title V Steering Committee
  - State Director of Child Nutrition Programs
- b. Unit Managers
  - Child and Adult Care Food Program Marla J. Moss
  - Coordinated School Health & Safety Programs Kyle Guerrant
  - Fiscal Management & Food Distribution Cheryl Schubel
  - Grants Administration & Coordination Louis Burgess  
and Pupil Transportation
  - School Nutrition Training & Programs Barbara Campbell

### 3. **Primary Unit Responsibilities:**

- a. Provide support and allocate resources to intermediate school districts (ISDs), local educational agencies (LEAs), public school academies (PSAs), child care centers, family day care home sponsors, and other eligible applicants.
  - Coordinate all federal and state grant programs, including management of the Michigan Electronic Grants System (MEGS) and Child Nutrition Application Program (CNAP).
  - Administer the reimbursement payment claim process to distribute and report on USDA Child Nutrition Program funds and USDA household commodity programs.
  - Allocate Section 74, school bus driver safety instruction funds (\$1.6 million annually) to the 15 school bus driver-training agencies.
  - Monitor the federal Qualified Zone Academy Bond (QZAB) Program. QZAB distributes over \$11 million in allocations for bonds annually to eligible schools in Michigan.
  - Target coordinated school health programs to enhance student achievement.
  - Target HIV prevention programs to high risk youth not in school, including juvenile justice and runaway youth.

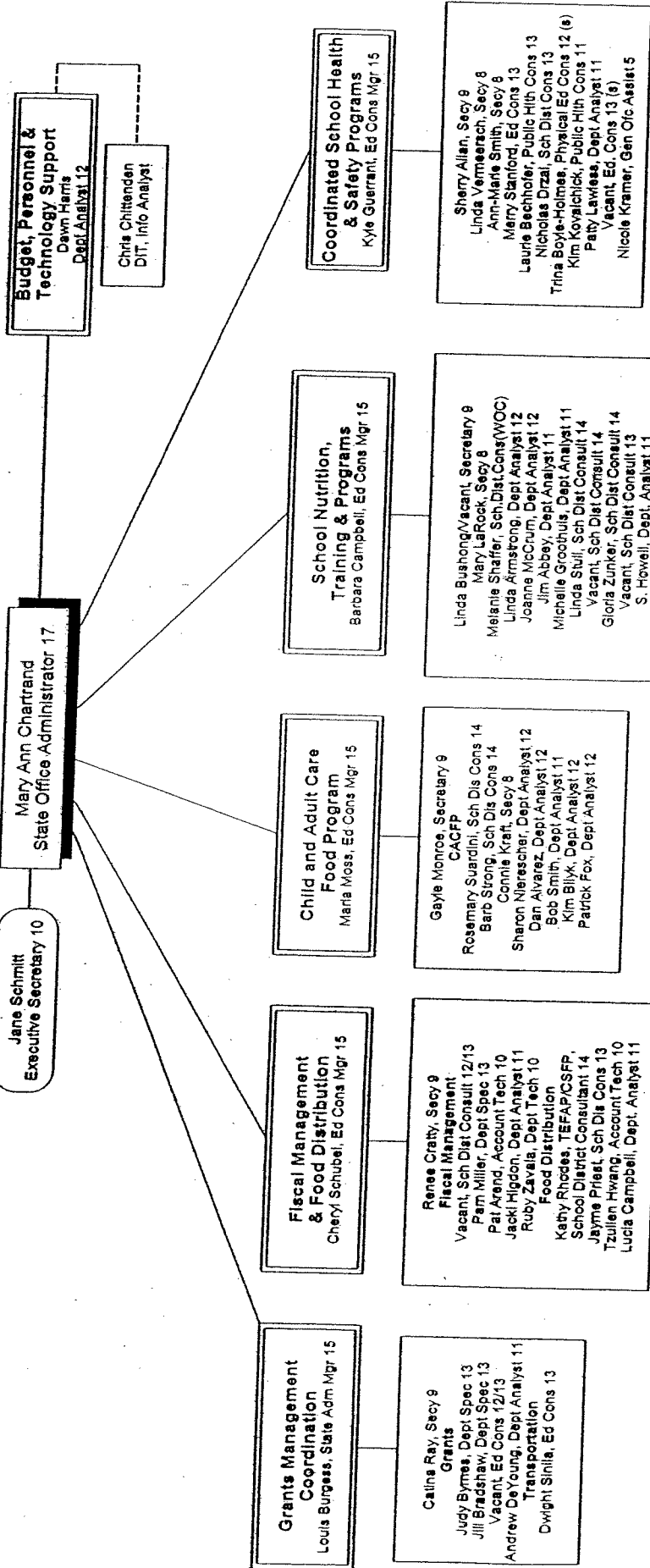
- Facilitate district policies, programs, and practices through training and technical assistance for physical activity, health education, safe schools, chronic health conditions, school food service and nutrition.
  - Administer, in collaboration with the Michigan Department of Community Health (MDCH), Section 31a(6) Child & Adolescent Health Center Program (\$3.7 million annually), to provide school-based and school-linked health services to high risk youth in medically underserved areas (approximately 67 sites statewide).
  - Collaborate with Department of Human Services to offer Child and Adult Care Food Program (CACFP) to relative care providers.
  - Utilize Safe and Drug Free (NCLB, Title IV, Part A) Technical Assistance funding to assist regional and local school districts/buildings in managing crisis situations and ensuring the safety of students and staff.
- b. Acquire federal, state, private, and foundation resources to assist schools, administrators, and teachers.
- Administer USDA Child Nutrition Programs, including the National School Lunch, Special Milk, At-Risk Afterschool Snack/Supper Program, School Breakfast Programs, Fresh Fruit and Vegetable Program, Child and Adult Care Food Program, Food Distribution Program for Schools, Commodity Supplemental Food Program (CSFP), The Emergency Food Assistance Program (TEFAP), and the Summer Food Service Program.
  - Manage:
    - ✓ Team Nutrition grant
    - ✓ Fresh Fruit and Vegetable Program grant
    - ✓ At-Risk Afterschool Snack/Support Program
    - ✓ Enhancing Education Through Technology grant (fiscal)
    - ✓ Centers for Disease Control (CDC) and Prevention grants
    - ✓ Safe and Drug Free Schools Technical Assistance and Data Management grant
    - ✓ Child and Adolescent Health Center Program funds (including federal Medicaid match)
    - ✓ Food and Nutrition Service Administrative Reviews and Training grant
    - ✓ Food and Nutrition Service Direct Certification and Verification grant
    - ✓ Local Wellness Policy grant
    - ✓ State grants, as assigned, e.g., Robotics, Middle College High School Health Partnership grant
- c. Ensure program accountability.
- Conduct program reviews following prescribed federal/state criteria to assess program viability and adherence to policies, procedures, and applicable regulations.
  - Conduct on-site grant reviews of all programs administered by this office to ensure the recipients are fulfilling the requirements of their grant award. Reviews include validation of financial records, inspections of grant funded acquisitions, interviews with participants, program evaluation, and grant management recommendations.

- Provide grant review guidance to other units within MDE to include development of grant review documents and onsite review procedures.
  - Develop and implement procedures and documents for conducting competitive grant awards.
- d. Ensure effective learning environments leading to high student achievement.
- Through future funding of the NSLP and the USDA Commodity Distribution program, the USDA Federal Child Nutrition Programs make nutritionally balanced meals, snacks, and milk available statewide to children and youth from birth through and including completion of high school. CSFP provides a nutritionally balanced food package to eligible seniors and pregnant women, postpartum mothers, and infants and children up to six years old. In addition, TEFAP provides USDA commodity food to food banks and community action agencies that work with low-income children and families throughout the state.
  - Coordinated School Health and Safety Programs collect data on programs, policies, and student behaviors to target needs, reduce risk behaviors, and improve student achievement.
  - Grants Coordination provides assistance to MDE program offices and grantees; provides technical assistance as required for the submission of reports and grant applications; and facilitates internal review and approval processes.
- e. Provide leadership/communication/collaboration.
1. External customers:
- Provide support, information, and guidance to external inquiries regarding grant programs from federal, state, and private sources.
  - Provide on-going training and technical assistance to schools, institutions, and/or agencies.
  - Respond to school districts, ISDs and other providers of services; legislators; and citizens and to investigate and resolve problem situations and/or to improve program quality as it affects grants.
  - Coordinate with federal and state agencies responsible for program funding and regulations.
  - Develop and implement policies and operational procedures for all grant programs.
  - Support school and community collaboration through partnerships with key health and education stakeholders via professional organizations, youth serving and voluntary agencies, and community based organizations.
  - Work with department staff across units to support initiatives such as universal education, high school initiative graduation/drop out, seclusion and restraint, and high school redesign initiative.
  - Provide support, information, and guidance to external inquiries regarding pupil transportation, including Section 74, School Bus Safety Education program.
  - Provide support to pupil transportation organizations, including Michigan Association of Pupil Transportation (MAPT), Training Agency Association of Michigan (TAAM), and the Pupil Transportation Advisory Committee (PTAC).

2. Internal customers:

- Develop action plans to address priority areas of student safety.
- Develop action plans to address critical areas based on priorities established by Congress, USDA, CDC and the U. S. Department of Education and implement quality improvement initiatives related to these programs.
- Provide services and support to management and staff with regard to program issues, and provide support for the administration of all the program funds for GCSS, by assisting with the budgeting process and accounting procedures.
- Collaborate with the Office of Professional Preparation in recommending approval of teacher preparation programs in health and physical education for teacher certification.
- Provide analysis for proposed state legislation in all areas of responsibility.

Updated January 17, 2007



## **Bureau of School Finance and School Law**

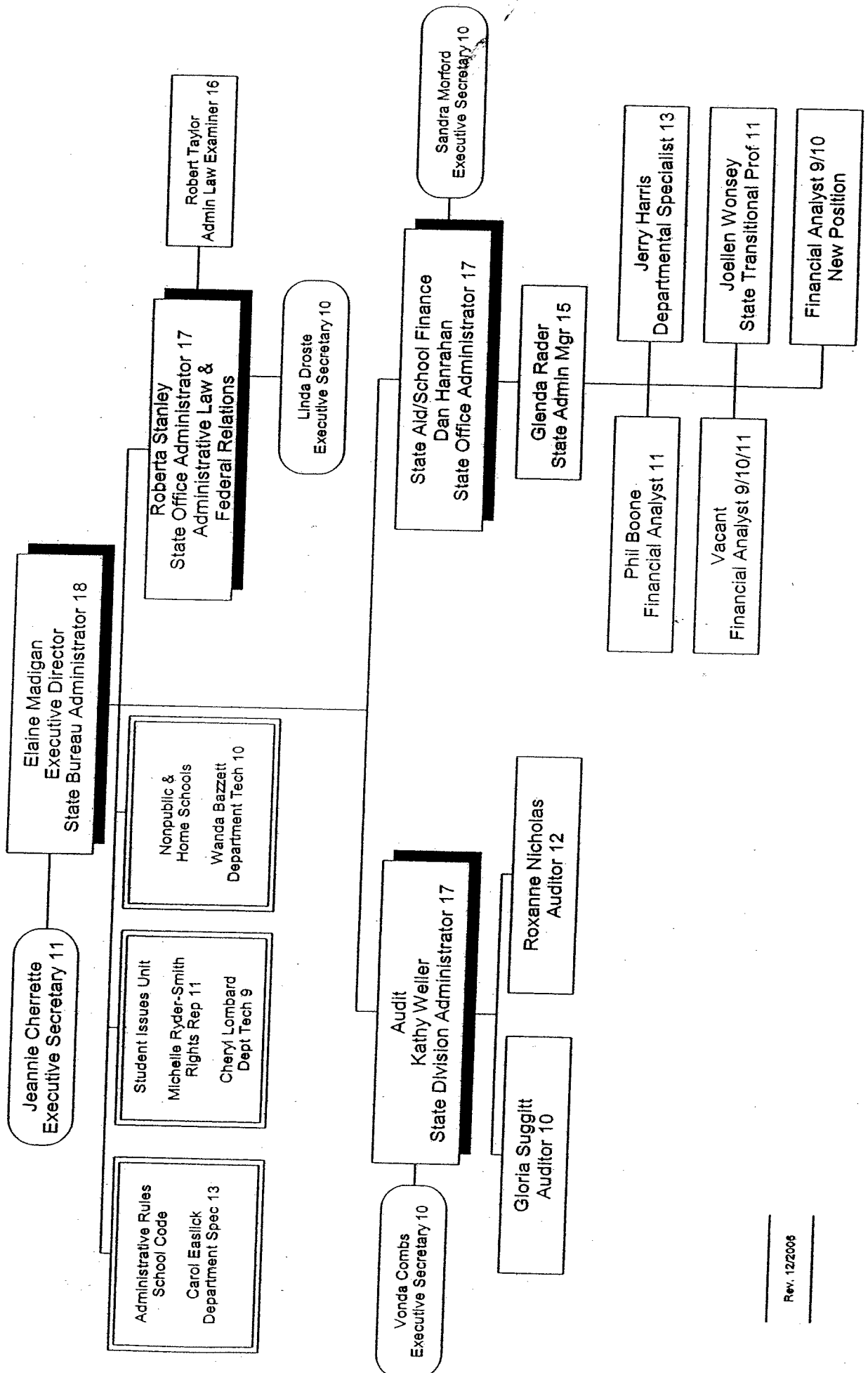
The Bureau of School Finance and School Law provides administrative services for the Department, the State Board of Education, the education community and the public in all areas of state and federal law affecting education. Activities include:

- interpretation of laws, policies, and procedures for state and local officials;
- providing the public with information affecting parents, schools, and students;
- intervening on behalf of parents on issues affecting student responsibilities and rights;
- research and interpretation of court decisions on charter schools, administrative law and other issues affecting school districts, parents, and pupils;
- ongoing monitoring of the State School Aid budget;
- coordinating necessary procedures required by law for nonpublic and home schools;
- carrying out of responsibilities necessary to process administrative rules;
- providing information, guidance, and assistance in the areas of schools of choice, and k-12 educational corporations; and
- providing administrative direction to the Office of State Aid and School Finance, the Office of Administrative Law, and the Office of Audits.



# School Finance & School Law

## FY 2007-2008



## **Office of State Aid and School Finance**

The Office is responsible for activities related to: the distribution of over \$11 billion to local and intermediate public school districts in the state; the interpretation of statute and administrative rules governing school finance, pupil accounting, and state and local tax policy affecting public schools; and the determination of the financial status of school districts based upon their annual reports of revenues and expenditures.

### Administer State School Aid Payments

- (a) Arrange for the distribution of State School Aid payments; over \$11 billion is budgeted in fiscal year 2006-2007 to all local educational agencies and intermediate school districts
- (b) Design and conduct computer programming and database management necessary to compute the amount of State School Aid allocated to each district
- (c) Maintain communication with school officials to provide guidance, explanations, and training necessary for the districts to understand state school aid formulas and reconcile state school aid penalties
- (d) Furnish detailed reports supporting the amount of state school aid provided to each district on a monthly basis
- (e) Coordinate accounting activities with the Departments of Management and Budget and Treasury

### School District Financial Assistance and Monitoring

- (a) Collect comprehensive financial data (Financial Information Database/FID) from each of Michigan's public school districts
- (b) Compile the information provided in FID to publish Bulletins 1011 and 1014
- (c) Intervene with districts who incurred a deficit fund balance as required by Section 102 of the State School Aid Act
- (d) Maintain a statewide system of accounting as required by Administrative Rules
- (e) Communicate and provide guidance to school officials' questions and concerns relating to school district accounting

- (f) Provide statistical and financial data to the U.S. Department of Education to be used in the allocation of federal funds

#### Administer Pupil Accounting Issues

- (a) Develop and provide statewide dissemination of pupil accounting annuals and procedures and provide interpretation of statutory references to pupil accounting
- (b) Develop and make recommendations for the revision of administrative rules for pupil accounting
- (c) Coordinate activities of the Pupil Accounting Advisory Committee

#### Administration and School Finance Management

- (a) Administer the development, monitoring, analysis, and interpretation of the annual state school aid budget on behalf of the Department
- (b) Conduct research and analysis in the areas of public school finance, resource allocation and matters of state and local tax policy affecting schools
- (c) Provide support to the Department on issues involving school finance litigation
- (d) Prepare official communications on school finance issues

## **OFFICE OF AUDITS**

The Office of Audits is responsible for 1) federal subrecipient monitoring, 2) internal audits, and 3) oversight of pupil membership audits performed by intermediate school districts. However, due to a cut of state general funds, the Office of Audits is not able to do internal audits.

### Federal Subrecipient Monitoring

The Department receives over \$1 billion in federal funds annually. The majority of the funds are passed through to subrecipients. One of the prerequisites for the receipt of these funds is that the subrecipients must submit annual single audits to the Department. The Department is required to assure that the federal expenditures were audited, assure that the audits meet the federal requirements, follow up on audit findings and corrective actions, follow up on audit quality issues, perform quality control reviews of selected audit firms, and take actions with auditors performing substandard work. Three and four-tenths FTEs are assigned to supervise and process the approximately 600 single audits and 350 non-single audits each year.

### Internal Audits

The internal audit function would include conducting financial reviews, coordinating external audits and corrective actions, recommending policies and procedures to safeguard assets and ensure compliance with federal and state requirements, and preparing reports required by Public Act 272 of 1986 on the evaluation of the Department's internal accounting and administrative control system. This also includes coordinating Auditor General audits. Auditor General audits can be reviewed at: <http://audgen.michigan.gov/>. Due to state budget cuts, zero FTEs are assigned to perform these duties.

### Pupil Membership Oversight

State School Aid, is allocated to school districts in the form of general aid and categorical aid. The amount of general aid allocated to each district is based on the number of full-time equivalent pupils counted by the district on the count dates. ISD auditors audit these counts. The Department is responsible for providing guidance and overseeing the quality of these audits. Four-tenths of an FTE is assigned to this function.

## **Office of Administrative Law and Federal Relations**

The Office of Administrative Law is responsible for providing final decisions in administrative appeals to the agency, and for monitoring, disseminating and reviewing federal legislation, regulations and initiatives.

The primary responsibility of the Office of Administrative Law is to review the Department of Labor and Economic Growth's State Office of Administrative Hearings and Rules decisions for the State Tenure Commission, the State Board of Education, or the Superintendent of Public Instruction in teacher tenure appeals, property transfer appeals, teacher certification matters, pupil accounting audits, and other compliance and complaint matters. Failure to provide these services would result in the denial of statutory due process rights.

This office also is assigned the responsibility of coordination of Title IX (of the federal Education Amendments of 1972) information and activities for the State of Michigan, and with the Office of Budget, Contracts and Grants on federal programs and grants generally. The unit also collects and records the information on boundary changes between school districts in the period between the biennial submission of intermediate district maps per §380.626 of the Michigan School Code.

Another major responsibility is networking with other states and national organizations, reviewing and commenting on federal legislation and regulations and overseeing constituent casework upon request for citizens and the Michigan Congressional Delegation.